<mark>Goodheart-Willcox Comments to:</mark>
Textbook Adoption Consensus Rubric for CTE

Course/Grade   Exploring College and Careers

Textbook Name   *Discovering Careers*

Publisher Goodheart-Willcox

Part I - Standards Alignment

Does this textbook align with Indiana Academic Standards?	<mark>G-W comment highlighted in yellow</mark>	**No**

If no, please explain.

1,0 – no – Nothing on morals and exploring personal goals and priorities for life.

2.0 – yes

3.0- yes

4.0- yes

5.0 – yes

6.0 – no – Did not include safe, legal and responsible use of technology.

<mark>The **Discovering Careers** textbook should be rated "Yes" instead of "No" because of the following content it provides:

Standard 1.0 topics are addressed in the following: Ethics feature on pages 7, 71, 141, 181, 205, 231, 237, 342, and setting goals is covered on pages 188-191

Standard 6.0 topics are addressed in the following: Using the Internet on page 58, Ethics Feature using the computer on page 181, and Ethics Feature using the computer on page 341.</mark>

Part II

Work Students Do	1	2	3
Engaging Prior Knowledge: Review to determine the extent to which the instructional materials include strategies that help students to: • Think about their current understanding and functional knowledge as it relates to a core concept • Build on previously learned skills across CTE topic areas (i.e. more than one application of a skill)	Inadequate		

Explanation of rating for engaging prior knowledge:
No documentation to assess prior knowledge referenced.

Metacognition Instructional materials include strategies that help students to: • Recognize the goals of the chapter/unit as well as their own learning goals • Assess their own learning • Reflect, over time, on *what* and *how* they have learned			Exceeds
Concept Development *The development of the concepts, or functional knowledge, for each topic area is essential so that students will achieve the performance outcomes for the selected CTE topic areas.* Review textbook material to generally determine if: • Sufficient information is provided for students to be able to demonstrate competency in each concept (Providing sufficient information contributes directly to a student's achievement of the performance outcomes for that CTE topic area) • Illustrations, graphs, charts, and demonstrations are current, correlated, and accurate and presented in a variety of formats • Textbook provides objectives as well as review and reinforcement of concepts and vocabulary • Glossaries, bibliographies, indices, appendices, and tables of content are included, comprehensive, and easy to use • Essential questions are included in the chapter or lesson to guide students in recognizing "big ideas" in CTE • Learning objectives are included in chapters or lessons to guide students in recognizing what they should be able to demonstrate • The textbook materials provide guidance to the student regarding practicing, applying and rehearsing the skill using real-life scenarios • The textbook materials provide rigorous exercises that ask students to apply concepts to similar or new situations		Meets	

Explanation of rating for concept development:
This is a general FACS text, focusing on careers in the first few chapters and then returns to generic covering of personal finance beyond the scope of exploring careers course.

Skill Development		Meets	
Note that every lesson/chapter may not address each of the standards/skills. Review to assure that all standards/skills are addressed throughout the book at some time. Review textbook materials to generally determine if: • The textbook materials provide information to the students about the skills needed to meet each standard • The textbook materials provide one or more opportunities or activities for students to practice the skills needed to meet the standard • The textbook materials provide opportunities for students to assess their own skill progress, such as personal check lists • The instructional strategies use interactive, experiential methods that actively engage students in learning to help them personalize the information, such as cooperative learning, group discussions, problem solving, demonstrations and role playing • Textbook provides objectives as well as review and reinforcement of skills and vocabulary • The textbook materials provide literacy supports for students following the Common Core State Standards Reading and Writing Standards for Literacy in Technical Subjects • Textbook provides opportunities to interact with complex informational text related to CTE			

Explanation of rating for skill development:
Unable to review all materials indicated. They were not provided to the evaluators.

Accessibility		Meets	
Instructional materials accessible to students address/consider: • Developmentally appropriate information • Varied learning abilities/disabilities • Special needs (e.g. auditory, visual, physical, speech, emotional) • English language proficiency • Different learning styles			

Explanation of rating for accessibility:
Student workbooks and teacher resources were not provided for evaluation.

Digital Curriculum for Students	Inadequate G-W response highlighted in yellow below		
Review digital curricular textbook materials to generally determine if: • There are robust digital resources for student learning, practice and assessment • Digital materials provide content that enhances the textbook • Digital materials provide differentiated access to content • Digital materials are intuitive and engaging • Digital materials provide opportunities for meaningful, interactive experiences • Digital materials reflect the range of multi-modal content delivery			

Explanation of rating for digital curriculum for students:

The degree of digital involvement is inadequate to meet the needs of the changing educational arena.

Assessment	*1*	*2*	*3*
Assessment System Documentation includes a description of the overall system or approach to assessment and includes: • Description of alignment with national/state standards and research on assessment practices • Guidance for teachers in the use of the assessments • Evidence that assessments within the textbook materials were field-tested and/or evaluated	Inadequate G-W response highlighted in yellow below		

Explanation of rating for assessment system:

Materials for assessment were not provided to evaluators.

	1	2	3
Quality Assessment High quality assessments: • Include a variety of student assessment strategies • Are linked to relevant objectives/standards • Provide students with opportunities to demonstrate their understanding of key CTE concepts and apply learned skills to real-life or diverse situations (i.e., what students know and are able to do in new or different situations) • Provide criteria for students regarding learning targets and assessment criteria (e.g., rubric, performance checklist), and allow continuous access to evidence of progress • Incorporate multiple measures over time	Inadequate G-W response highlighted in yellow below		

Explanation of rating for quality assessment:

Materials for assessment were not provided to evaluators.

Goodheart-Willcox Comment:

Quality Assessment should be rated "Exceeds" or "Meets" instead of "Inadequate" because there are test questions in the textbook and in the EXAMVIEW Assessment Suite test software included in the teaching package. Also in the Teacher's Edition as well as on the Teacher's Resource CD there are the following quality assessment content and tools; various assessment strategies provided by academic subject matter in Front Matter of TE, pages T18 through T20; Real-life applications are present in CTSO resources, listed in Front Matter of TE page T19; and Reviewing Key Concepts sections at end of chapters provide answers to both multiple choice and discussion-based questions. See page 40 of TE for example.

Multiple Measures	Inadequate		
Examples of assessment include: • Selected response items (e.g., multiple choice, matching, true and false) • Performance assessments (e.g., posters, skits, role plays, PSAs, surveys, journals, letters to the editor, actual performance-based assessments) • Quiz and test assessments • Project-based tasks • Portfolios	G-W response highlighted in yellow below		

Explanation of rating for multiple measures:

Materials for assessment were not provided to evaluators.

Goodheart-Willcox Comment:

Multiple Measures should be rated "Exceeds" or "Meets" instead of "Inadequate" because the textbook, teacher's edition, workbook, teacher's resource CD, EXAMVIEW Assessment Suite test software and a student companion website to provide numerous types of projects and activities that could be used by the teacher for assessment. Provided in the Teacher's Edition of the text, as well as on the Teacher's Resource CD are a variety of learning strategies presented in Activity, Vocabulary, and Discussion sidebars throughout text. See pages 30-31 TE for examples. All End-of-Chapter Activities 41, 61, 75, 94, 131, 143, 158, 170, 183, 195, 214, 243, 260, 283, 295, 325, 348, 360, 377, 391, 405, 417, 433, 448, 461, 473, 485, 496, 509 include projects on career applications, technology, and presentations. The Teacher's Resource CD includes teaching and assessment supplements under the Teacher's Resources button where activities and handouts are provided in pdf format.

Use of Assessments	Inadequate		
Instructional materials include assessments that provide ways to modify instruction, including: • Assessments used for purposes other than determining student grades • Assessments designed to focus on learning core concepts, mastering skills, as well as evaluation • Student work informs the design or redesign of teaching strategies or sequences	G-W response highlighted in yellow below		

Explanation of rating for use of assessments:

Materials for assessment were not provided to evaluators.

Accessibility	Inadequate		
The three key characteristics of accessible assessments: • Free from bias (e.g., gender, cultural) • Provide accommodations for individual and cultural differences • Provide accommodations for differences in learning styles and language proficiency	G-W response highlighted in yellow below		

Explanation of rating for accessibility:

Materials for assessment were not provided to evaluators.

Work Teachers Do	1	2	3
Instructional Model *The textbook's instructional model is described in the teacher's materials and supports the teacher to implement the model to organize and sequence learning experiences. Effective instructional models provide opportunities for teaching and demonstrating CTE skills, concepts and information (essential concepts).* Review the materials to determine if: • Clear procedures are provided to assist in implementation of materials • Continuity exists between learning experiences that clearly reinforce adopting and maintaining specific performance skills • Provide opportunities for students to extend, apply and evaluate what they have learned • Content, methodology, and teaching strategies are consistent with the curriculum's philosophies, values, and goals • Teacher's edition provides suggestions for evaluation, assessment, remediation, acceleration,	Inadequate G-W response highlighted in yellow below		

feedback, and motivational techniques • The textbook materials provide guidance to the teacher regarding practicing, applying and rehearsing the skill using real-life scenarios • The textbook materials provide rigorous exercises that apply concepts to similar or new situations • Essential questions are included in chapters or lessons to guide teachers in recognizing "big ideas" in CTE • Learning objectives are included in chapters or lessons to guide teachers in recognizing what students should be able to demonstrate			

Explanation of rating for instructional model:

Materials for assessment were not provided to evaluators. The textbook activities were not rigorous enough to challenge the students and allow growth.

Goodheart-Willcox Comment:

Instructional Model should be rated "Exceeds" or "Meets" instead of "Inadequate" because in the student text objectives are provided for each chapter. In addition, end-of-chapter activities of Building Academic Skills, Building Technology Skills, Building Career Knowledge, Building Career Skills provide opportunity to extend, apply, and evaluate related content. Provided in the Teacher's Edition of the text, as well as on the Teacher's Resource CD are lesson plans for each chapter and annotated notes are provided in the margins for teaching suggestions and direction.

Effective Teaching Strategies Instructional materials support teacher's use of effective teaching strategies that prompt students to: • Actively engage in learning to help themselves to personalize information, such as through cooperative learning, group discussions, problem solving, performance and role playing • Provide feedback to their peers and reflect on their own learning • Access prior knowledge and skill abilities to further develop functional knowledge and abilities to practice and perform CTE and creative processes • Participate and benefit from activities that expand learning opportunities outside of the classroom, such as through family activities, investigative assignments, internet review assignments, concert and performance attendance and field trips		Meets	

Explanation of rating for effective teaching strategies:

Materials for assessment were not provided to evaluators. However the textbook did provide a minimal inclusion of family and community connection activities.

Skill Development Review textbook materials to generally determine if: • The textbook materials provide guidance to help the teacher understand the steps required to learn and teach the skill • The textbook materials provide guidance for the teacher to model the skill • The textbook materials provide guidance to teachers for providing feedback and reinforcement		Meets	

• following practicing of skills • The textbook materials provide literacy development and supports for teachers following the Common Core State Standards Reading and Writing Standards for Literacy in Technical Subjects • Textbook provides opportunities to instruct with complex informational text related to CTE			

Explanation of rating for skill development:

The teacher's text did provide a minimal amount of direction on modifications and activities to enhance the core standards of reading and writing.

Support for the Work Teachers Do: Instructional materials support the work teachers do by providing: • Pertinent content background information and demonstrations • Examples of typical student conceptions and demonstrations • Explanations of specific instructional models and teaching strategies to improve student understanding • Resources to assist and enhance instruction (e.g., transparencies, videos, DVDs, software, online website and/or resources) • Essential learning materials, handouts, student and teacher text, and other instructional tools necessary to achieve the provided or indicated learning objectives • Well-organized, easy to use and comprehensive teacher's edition • Suggestions for integration across the curriculum	Inadequate G-W response highlighted in yellow below		

Explanation of rating for support for the work teachers do:

Materials for assessment were not provided to evaluators.

Goodheart-Willcox Comment:

Support for the Work Teachers Do should be rated "Exceeds" or "Meets" instead of "Inadequate" because the textbook, teacher's edition, workbook, teacher's resource CD, EXAMVIEW Assessment Suite test software and a student companion website (www.g-wlearning.com/careereducation) to provide numerous types of resources, projects and activities that support and are to be used by the teacher for classroom instruction.

Sequencing Textbook with a coherent sequence includes: • Organization in a deliberate fashion to promote student understanding • Building from and extends concepts and skills previously developed			Exceeds
Accuracy Analysis Determine if the information in the textbook is factual, accurate and current. • Terminology is accurate and appropriate • Data and information is accurately shown in charts, graphs and written text • Data, information and sources are current • Facts and data are based on appropriate data		Meets	

• Sources are clearly noted, credible and reputable • Images used of an appropriate quality and related to the content			

Explanation of rating for accuracy analysis:

Charts and Data limited, modern job seeking skills are not included.

| **Digital Curriculum for Teachers**
Review digital curricular textbook materials to generally determine if:
• There are robust digital resources for student learning, practice and assessment
• Digital materials provide content that enhances instruction and assessment
• Digital materials provide differentiated access to content
• Digital materials are intuitive and engaging
• Digital materials provide opportunities for meaningful, interactive experiences
• Digital materials reflect the range of multi-modal content delivery
• Digital materials provide content supports for teachers to further develop expertise | Inadequate
<mark>G-W response highlighted in yellow below</mark> | | |

Explanation of rating for digital curriculum for teachers:

Did not appear to have a digital component in materials provided.

Additional Note: Teachers edition refers to multiple activities and a testing program which were not provided for evaluation. Additional activities are indicated in a student workbook again, unavailable for evaluation.

Goodheart-Willcox Comment:

Digital Curriculum for Teachers should be rated "Exceeds" or "Meets" instead of "Inadequate" because the textbook and teacher's edition consistently refers teachers to the teacher and student companion websites for additional teaching resources as well as student learning, practice and assessment. See www.g-wlearning.com/careereducation.

| ***Total in Each Category*** | 10 | 12 | 3 |

Total Score for Part II: 25/54